DOCUMENT RESUME

ED 166 876 EC 113 367

AUTHOR	Emerson, Debby H.; And Others
TITLE	Project S.P.I.C.E.: Special Partnership in Career Education. Employability Skills Teaching Module.
INSTITUTION	Volusia County Schools, Daytona Beach, Fla.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH70701
PUB DATE	Sep 78
GRANT	G0077C0050
NOTE	89p.; For the final report, the implementation guide, and other modules, see EC 113 361-368
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Activity Units; *Career Awareness; *Career Education; *Educable Mentally Handicapped; *Job Skills; Learning Modules; Resource Materials; Secondary Education; Teaching Methods
IDENTIFIERS	*Project SPICE; *Special Partnership in Career Education

ABSTRACT

The employability skills teaching module is one of a series of six modules prepared by Project SPICE (Special Partnership in Career Education) as a means of providing career awareness information to educable mentally handicapped students (ages 11-to-13 years). After an overview, a module profile is provided which charts the units, the activities in each unit, and the resources or materials needed for the unit. The units included in the module are "Making Time Count", "Know Your Job", "Work Habits", and "Doing the Job Right". A fourteen question assessment test on "Work Habits" is included for use prior to the activities. Appended are student resource materials with the following titles - "Do Your Work Habits Measure Up?", "Making Your Time Count", "Getting to Know the Job", "Practicing Good Habits at Work", "Phone Messages and Manners", "Safety First", "Doing the Job Right", and "Looking Good". (PHR)

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ED166876

PROJECT S.P.I.C.E.
SPECIAL PARTNERSHIP IN CAREER EDUCATION
EMPLOYABILITY SKILLS
TEACHING MODULE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SEPTEMBER, 1978

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ACKNOWLEDGEMENTS

Many individuals contributed, either directly or indirectly, to the planning, development, implementation and evaluation of Project S.P.I.C.E. In a project of such large magnitude and short duration, it is seldom possible to acknowledge the efforts of all the persons who contributed to the project's success. Nonetheless, it is only appropriate to mention those whose efforts were essential to the project.

The administration and staff of the two pilot schools were extremely cooperative and helpful. Special appreciation is extended to Ms. Elinor Danglise, Ms. Linda Shelton and Mrs. Ruth Clifton, teachers of the project students, and to Mr. Henry M. Whites, Sr., Principal of Edith L Starke Elementary School in DeLand and Mr. Robert A. Smith, Principal of George Marks Elementary School, also in DeLand.

Westside Elementary School in Daytona Beach was the comparison school for the project. Mr. John P. Vodenicker, Principal, and Mrs. Joyce Gettel, Mrs. Amye Hawthorne, Mrs. Vivian Watson, Mrs. Patricia Pensak and Mr. Ben Broxton, teachers of comparison students, made many valuable contributions to the project.

Throughout the project, Mr. Gerald W. Elbers of the U. S. Office of Career Education provided timely advice and assistance. He was particularly helpful to the project staff in refining the primary and subordinate objectives for the project, and in developing a strategy for reporting project results. Most importantly, perhaps, he believed in the project.

Special appreciation is also acknowledged to the State of Florida, Department of Education, Mr. Ralph D. Turlington, Commissioner, for granting permission to reprint selected pages from the Employability Skills Series. These materials were developed by the Career Education Center of Florida State University and published by the Division of Vocational Education, Joe D. Mills, Director.

And, finally, none of the foregoing could have been brought to fruition without the tireless efforts of Mrs. Susan Bradley who typed the original drafts of the Final Report, the Guide to Program Implementation and the six Teaching Modules, Mrs. Carole Keough, who typed the final drafts, and Ms. Susan Horvath, Career Education Specialist with Volusia County Schools, who spent many hours reading and editing the final copy. Also, a special thank you to Mrs. Barbara Renner, Staff Assistant for Volusia County Schools, who always found the answers to our most difficult problems.

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The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

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INTRODUCTION

Project S.P.I.C.E. (Special Partnership In Career Education) was conceived as a means of providing career awareness information to intermediate aged educable mentally handicapped students. Six modules have been developed for the Project S.P.I.C.E. curriculum. These six modules are designed to meet the following elements of the National Standard Career Education Model:

1. Career Awareness
2. Educational Awareness
3. Economic Awareness
4. Beginning Competency
5. Decision Making
6. Employability Skills
7. Self Awareness
8. Attitudes and Appreciations

The six modules are entitled:

1. Self Awareness (Standard 7)
2. Career/Educational Awareness (Standards 1, 2)
3. Decision Making (Standards 4, 5)
4. Economic Awareness (Standard 3)
5. Employability Skills (Standard 6)
6. Rights and Responsibilities (Standard 8)

Each module follows the same format: an overview and an activities section.

The overview includes: Module Objective; Student Performance Objectives; Module Organization; Module Utilization; Assessing Student Activities.

Following the overview are the activities for the module.

The directions in the overview inform you of any necessary, additional materials needed for the completion of the module. Also, estimated time spans are included to help you decide how the materials could be used in the classroom.

The modules are not intended to be strict rules for implementing a program; rather, they are to be considered as guidelines and suggestions. You should feel free to alter, add, exclude, or ignore any of the activities included in the modules.

Materials for the Project S.P.I.C.E. Curriculum include:

1. Original materials designed by Project S.P.I.C.E. personnel and teachers.
2. Materials adapted from The Valuing Approach to Career Education, 3-5 Series, published by Education Achievement Corporation.
3. Materials from the State of Florida, Department of Education, Division of Vocational Education, Employability Skills Series.
4. Commercially produced materials from:
   Walt Disney Productions
   Society for Visual Education
   McDonald's Corporation

The career awareness program you establish for your students must meet their needs, just as Project S.P.I.C.E. met the needs of our students. Remember, Project S.P.I.C.E. is not a curriculum you introduce in place of an existing program but, more importantly, an integration into your on-going curriculum.

Welcome to Project S.P.I.C.E. We hope you find it as exciting and successful as we have.

OVERVIEW

MODULE OBJECTIVE

The student will develop and demonstrate work habits which contribute to career success.

STUDENT PERFORMANCE OBJECTIVES

The student will be able to:

1. List two things that could happen to him if he were absent or late for work.
2. State what he should do if he is to be absent or late for work.
3. Begin and finish a task on time.
4. State how to get help the first day on the job.
5. State what he should do if he makes a mistake on the job.
6. List two things that may happen to someone who steals goods from work.
7. Record a phone message.
8. List two things to do if he finds a safety hazard at work.
9. Complete a task without breaking any safety rules.
10. Complete a task without wasting materials.
11. Clean and return tools and materials after completing a task.
12. Follow written instructions.
13. Follow oral instructions to complete a task.

MODULE ORGANIZATION

In the course of this module, students become aware of good work habits relating to school and future occupations.

Unit I: Students become aware of the importance of being at work, coming to work on time, and efficient job performance while at work.

Unit II: Students learn what to do on the job or at school during the first days of attendance or employment. They also learn how to ask for assistance and what to do if mistakes are made.

Unit III: Students become acquainted with the concept of honesty, manners, taking phone messages and safety on the job.

Unit IV: Students learn methods whereby they can implement new ideas, use company equipment with care, establish neat work areas, follow directions and be well-groomed on the job.

This unit must be associated with the use of community career consultants, peer interaction and parents. Students must be able to relate these work habits to present and future activities. By using all components for delivery of work habits, students can understand the importance of developing good work habits.

MODULE UTILIZATION

This module requires additional preparation and planning. All pages from Good Work are provided in the module. Additional "hands-on" materials that are available to you may and should be used. Specifically, additional activities are required in the following units:

Unit I: Role-playing situations for the study of tardiness and absenteeism.

Unit II: Role-playing situations for on-the-job mistakes.

Unit III: Pictures of unsafe conditions at work and school. Task assignments using specific equipment.

Unit IV: Simulated working situations in neat and messy work areas. Sets of oral and written directions to follow.

This module is designed to be used over an extended period of time. Activities may be utilized in any sequence; however, beginning activity

should be the Employment Rating Scale. The rating scale may be used periodically throughout the unit. The establishment of progress charts of work habits may be implemented at any time during the module. This should be an on-going activity.

ASSESSING STUDENT ACHIEVEMENT

Student achievement can be assessed in two ways: (A) by evaluating the quality of each student's participation in the activities of the module, and (B) by administering the test at the end of the module.

(A) Students participate in a variety of learning activities including "hands-on" activities, all of which are intended to help students achieve one or more of the objectives. Thus, you may establish performance criteria for each activity and evaluate student achievement based upon a student's participation in the learning activities. Informal review tests are provided for all units.

(B) Student attainment of the objectives for this module can be measured in part by the True-False test provided at the end of the module. Directions for test administration are included, as well as an answer key and a table, which relate each item to the student objective with which it is associated.

MODULE PROFILE

TOPIC	LEARNING ACTIVITIES	RESOURCES/MATERIALS
UNIT I: Making Time Count ACTIVITY I: Rating Scales	Students complete rating scale for use throughout the module.	Employee Rating Scale Page 2.
ACTIVITY II: Being On Time/ Absenteeism	Students read pages 3-10 from Good Work and complete activity pages 6, 7, 10.	Pages 3-5, 8, 9 Good Work Activity pages 6, 7, 10 Pencils .
	Discuss with students consequences for being late or absent from school or work.	
	Simulate situations for being absent or late that may occur. Students demonstrate what they would do, then discuss how the situation could be avoided, if it is a legitimate excuse, and how the employer may react.	Teacher-prepared simulated situations.
ACTIVITY III: Work	Students read page 11 from Good Work and discuss work habits in the classroom. Have students work in pairs to evaluate each other's work habits, giving constructive criticism when needed.	Page 11, Good Work. Employee Rating Scale.
UNIT II: Know Your Job		

MODULE PROFILE (CONT'D)

TOPIC	LEARNING ACTIVITIES	RESOURCES/MATERIALS
ACTIVITY I: First Day At Work	Introduce activity by discussing the events of the first day at school. Students read pages 13-14 of Good Work. Students complete activity page 15.	Pages 13-14, Good Work Activity page 15.
ACTIVITY II: Make A Mistake?	Introduce the idea that sometimes mistakes are made on the job and at school. Role play a work situation in which one of the workers makes a mistake on the job. Discuss how the worker handled the mistake and other ways in which it could have been treated. Have students read pages 16-17 of Good Work and complete the activity page 18. Repeat the role play activity and discuss which solution the worker used in correcting his mistake.	Pages 16-17 of Good Work Activity page 18 Self-Test page 19
UNIT III: Work Habits ACTIVITY I: Honesty	Present pages 20-21 in Good Work. Students complete activity page 22.	Pages 20-21, Good Work Activity page 22 Self-Test page 23

MODULE PROFILE (CONT'D)

TOPIC	LEARNING ACTIVITIES	RESOURCES/MATERIALS
ACTIVITY I: (Cont'd)	Assign students to bring in news articles of examples of workers being honest and dishonest on the job. Discuss the consequences of each.	Newspapers, magazines
ACTIVITY II: Manners	Discuss the importance of taking phone messages while at work. Pages 24-26 in Good Work. Students pair up and practice taking phone messages on activity pages 27, 28.	Pages 24-26, Good Work Activity pages 27, 28 Performance Test pages 29, 30
ACTIVITY III: Safety	Introduce the importance of safety rules for school and work. Include as many safety lessons as possible. Display pictures of unsafe conditions at work or at school. Discuss with the students how these unsafe conditions could be hazardous to employees, students, or customers. Present pages 31-33 of Good Work. Students complete activity pages 34-35. Assign each student a task which involves using equipment other than a pencil. Evaluate the student in terms of his ability to complete a task while observing all safety rules.	Safety Lessons Pictures Pages 31-33 in Good Work Activity pages 34, 35

MODULE PROFILE (CONT'D)

TOPIC	LEARNING ACTIVITIES	RESOURCES/MATERIALS
UNIT IV: Doing The Right Job ACTIVITY I: A Better Way To Do The Job	Have students read pages 36-38 in Good Work. Included is a one-act play to be performed. Students complete activity page 39. Through discussion following the play, students can be guided into a problem sharing activity.	Pages 36-38, Good Work Activity page 39 Self-Test page 40
ACTIVITY II: Care of Company Property	Study pages 41-42 in Good Work. Students complete activity page 43. Discuss the waste and misuse of materials in the classroom. Explain how this practice can be eliminated or solved.	Pages 41-42 in Good Work. Activity page 43.
ACTIVITY III: Neatness	Introduce activity by having students examine their work area and discuss the effect of a neat versus a messy work area. Relate this experience to pages 44-45 in Good Work. Simulate two work experiences of identical tasks, one having a student work in cluttered surroundings and the other in a neat work area. Discuss the simulation in terms of efficiency.	Pages 44-45, Good Work.

MODULE PROFILE (CONT'D)

TOPIC	LEARNING ACTIVITIES	RESOURCES/MATERIALS
ACTIVITY IV: Following Directions	Have students complete a simple task of following oral instructions. Give several experiences of this nature with each set of instructions involving more tasks to be completed.	
	Students read pages 46-47. Delineate rules to be followed in receiving oral directions. Discuss the seven rules for listening to oral instructions. Discuss the completed task, explaining how mistakes were made and how these mistakes could be avoided by following the seven rules.	Pages 46-47, Good Work.
	Present students with simple written instructions. Assign students several tasks with instructions increasing in difficulty. Present page 48 in Good Work. Students should be given additional practice on completing a task by reading instructions. Students complete activity page 49.	Page 48 in Good Work Activity page 49 Review page 50 Performance Test pages 51-53
ACTIVITY V: Looking Good	Present pages 54-55 in Good Work. Discuss dress codes as they relate to school and various occupations.	Pages 54-55, Good Work.
ACTIVITY VI: Rating Scale	Have students complete the Employee Rating Scale. Compare the rating scale from the beginning of Unit I with this one.	Employee Rating Scale, page 2, Good Work.

MODULE PROFILE (CONT'D)

TOPIC	LEARNING ACTIVITIES	RESOURCES/MATERIALS
	Have students evaluate the areas in which they need improvement. Each student should prepare daily charts of those habits and assess his performance at school. The teacher, parent or student should decide which work habits should be added or deleted from the list.	

LEARNING ACTIVITIES

Unit I

Making Time Count

Student Performance Objective: The student will be able to:

1. List two things that could happen to him if he were absent or late for work.

2. State what he should do if he is to be absent or late.

3. Begin and finish a task on time.

Activity One - Rating Scales

Introduce to the students activity sheet, Employee Rating Scale. Explain to them that throughout this module they will be learning skills that will aid them in maintaining a job in the future or in establishing a good school record. Assign the students the task of completing the rating scale for use throughout the module.

Activity Two - Being On Time/Absenteeism

Introduce this activity by telling students that they are going to learn about some of the things that can happen if they are frequently absent or late for work. Have the students read pages 3-10 from Good Work. Contained in these pages are six steps employers take when an employee is absent or late for work as well as explanations concerning what should be done if employees can't get to work. Three activity pages are included. Discuss with the students the consequences of being late or absent from school or work.

Simulate situations that may occur, such as 1) car won't start; 2) missing bus; 3) personal illness; 4) brother or sister sick; 5) alarm clock didn't go off, etc. Students must call employer, then discuss with the class how the situation could be avoided, if it is a legitimate excuse, and how the employer may react.

Activity Three - Work

Introduce this activity to the students by explaining that they are going to learn what they should do when they get to the job site or to school. Ask students to read page 11 of Good Work. This page discusses the three work habits that are important on the job. Discuss with the students work habits in the classroom. Have students work in pairs to evaluate each other's work habits, giving constructive ideas on how these habits could be improved.

Ask students to look at their Employee Rating Scale. From what they have learned in this unit, discuss items 1-3 with them, and determine

whether changes may need to be made in their scales. Ask such questions as "Will you be able to keep your job? How can you begin practicing good work habits now? Will it help in the future?"

Unit II

Know Your Job

Student Performance Objective: The student will be able to:

1. State how to get help the first day on the job.
2. State what he should do if he makes a mistake on the job.

Activity One - First Day At Work

Introduce this activity to the students by discussing the events of the first day of school. Explain to the students that in this activity they will be learning what is expected of a new employee or student. Present to the students pages 13-15 of Good Work. Contained in these pages are explanations of how a new employee or student can get help the first days on the job or in school. One activity page is included.

Activity Two - Make A Mistake?

Introduce this activity to students by explaining that sometimes on the job and in school mistakes are made. Role play a work situation in which one of the workers makes a mistake on the job. Discuss how that worker handled that mistake and other ways in which it could have been treated.

Have students read pages 16-18 of Good Work. Contained in these pages are three ways to handle a mistake on the job. One activity page is included.

Repeat role play activity and discuss which solution the worker used in correcting his mistake.

Unit III

Work Habits

Student Performance Objective: The student will be able to:

1. List two things that may happen to someone who steals goods from work.
2. Record a phone message.
3. List two things to do if he finds a safety hazard at work.
4. Complete a task without breaking any safety rules.

Activity One - Honesty

Introduce this activity to students by telling them they are going to be learning a very important work habit. Many work habits can be improved on the job, but honesty must always be observed. Present pages 20-22 in Good Work. Contained in these pages are three examples of what might happen if you are not honest on the job. One activity page is included.

Assign students to bring in news articles of examples of workers being honest on the job. Also include articles of workers being dishonest on the job. Discuss the consequences of each.

Activity Two - Manners

Discuss with students the importance of taking phone messages while at work.

Read pages 24-30 in Good Work. These pages discuss appropriate phone manners and the necessary information to be written when taking a phone message. An activity is included for students to pair and practice taking phone messages. Have students do several phone messages to insure they know how to do it correctly. This activity can be included in your language arts or social studies classes.

Activity Three - Safety

This activity can be introduced by explaining to the students the importance of safety rules for work and school. Lessons should be taught on safety. Safety rules taught should include in school, in the home and using equipment (electrical, manual, sharp objects, etc). Include as many safety lessons as possible.

Display pictures of unsafe conditions at work or at school.

Discuss with the students how these unsafe conditions could be hazardous to employees, students or customers.

Present pages 31-35 of Good Work to the students. Contained in these pages are six methods an employee can use in alerting others to unsafe conditions. Two activity pages are included. These activities may be scheduled during your science or health classes.

Assign each student a task which involves using equipment other than a pencil. Evaluate the student in terms of his ability to complete a task while observing all safety rules.

Unit IV

Doing The Job Right

Student Performance Objective: The student will be able to:

1. Complete a task without wasting materials.
2. Clean and return tools and materials after completing a task.
3. Follow written instructions.
4. Follow oral instructions and complete a task.

Activity One - A Better Way To Do The Job

Introduce this activity by explaining to the students that they will be learning appropriate methods of conveying their ideas about their job or school work to their employer or teacher. Often while on the job an employee discovers a more efficient way in which to perform his task. During this activity students will learn the best way to introduce these new methods to their employer. Have students read pages 36-39 in Good Work. Contained in these pages is a one-act play, and two methods of suggesting better ways to perform job tasks. One activity page is included. By participating in the one-act play, students discover alternatives to initiating ideas on the job. Through discussion following the play, students can be guided into a problem sharing activity. Explain to the students what might happen if they do not follow suggestions learned in Good Work.

Activity Two - Care of Company Property

Students should always understand the importance of caring for his employer's or school's equipment. By studying pages 41-43 in Good Work, students are made aware of the cost to a company or school for misuse of materials and equipment. They will also become aware of the possible reprisal of wasting or misusing materials. One activity page is included.

Discuss with the students the waste and misuse of materials in the classroom. Explain how this practice can be eliminated or solved.

Activity Three - Neatness

Introduce this activity by having students examine their work area. Discuss the effect of a neat versus a messy work area. Relate this experience to pages 43-44 in Good Work. Contained in these pages are three examples of why neatness counts on the job and in school. Simulate two work experiences of identical tasks, one having a student work in a neat work area and the other having the student work in cluttered surroundings. Discuss the efficiency of both students, the time it took to complete, etc. Through this experience students can visualize the importance of neatness.

Activity Four - Following Directions

This activity is designed to help students improve their ability to follow written and oral directions. Begin the activity by having students complete a simple task of following oral directions. Students should participate in several exercises of this nature, with each set of oral instructions involving more tasks to be completed.

Pages 46-47 in Good Work, delineate rules to be followed in receiving oral directions. Discuss the seven rules for listening to oral instructions. Repeat the activity of having students complete a task via oral instructions. Discuss the completed task, explaining how mistakes were made and how those mistakes could be avoided by following the seven rules.

In this activity students must also complete tasks by following written instructions. Begin by presenting students tasks with simple written instructions. They should be assigned several tasks with instructions increasing in difficulty. Present pages 48-49 in Good Work. Contained in these pages are six (6) rules to follow when reading written instructions and one activity page. Students should be given additional practice on completing a task by reading instructions. This lesson may be incorporated into your language arts lessons.

Activity Five - Looking Good

Introduce this activity during your health class. Students will be learning the importance of good grooming for on the job and in school. Present pages 54-55 in Good Work to the students. This would be an excellent time to talk about ideas such as dress codes - Should a school have a dress code? If so, what should it be? Why do some places of employment insist upon uniforms for their employees? What kind of dress codes would be appropriate for cashiers in a grocery store, bank clerks, flight attendants, etc?

Activity Six - Rating Scale

As a concluding activity have students complete the Employment Rating Scale. Compare the rating scale completed at the beginning of Unit I with this one. Assign students to evaluate the areas in which they need improvement. Each student should prepare daily charts of those habits and assess himself according to his performance at school that day. Work habits should be deleted or added to the list as necessary. You, the student, and his parents should be able to decide which work habits should be added to or deleted from the list.

Test Administration

Pre-Test

By administering the true-false Work Habits test before using any activities in the module, you will have information concerning the student's present knowledge of work habits.

The test consists of fourteen (14) true-false statements. Students may read the statements and circle correct answers. For those students unable to read the test, it may be administered orally, with students circling the answers.

Post-Test

The post-test should be given at the conclusion of the module. The post-test is identical to the pre-test. Directions for administering the post-test are the same as for the pre-test.

Test Answer Key

Objective No.	Item No.	Correct Answer
1	1	F
1	2	T
2	3	F
2	4	F
4	5	T
4	6	T
5	7	F
5	8	F
6	9	T
6	10	T
8	11	T
8	12	F
	13	T
	14	F

WORK HABITS

1. Your boss could sue you if you are late to work frequently.

TRUE FALSE

2. Your boss could fire you if you are late to work frequently.

TRUE FALSE

3. If you are going to be late to work, it is a good idea to call another worker and ask him/her to call your boss.

TRUE FALSE

4. If you are going to be late to work, it is a good idea to write your boss a letter to let him/her know.

TRUE FALSE

5. If you are new on the job and don't know how to do something, you should ask how.

TRUE FALSE

6. If you are new on the job, it is probably a good idea to go ahead and try even if you don't know how to do something.

TRUE FALSE

7. If you make a mistake on the job, you should, if possible, keep your boss from finding out that you did it.

TRUE FALSE

8. If you make a mistake on the job, ignore it. Everybody makes mistakes.

TRUE FALSE

9. If you steal things from work, you may be caught and arrested.

TRUE FALSE

10. If you steal things from work, you may be fired with no unemployment benefits.

TRUE FALSE

11. If you see an unsafe condition at work, you should try to correct it, if you can.

TRUE FALSE

12. You can ignore most unsafe conditions because the safety office will take care of them.

TRUE FALSE

13. You should discuss ways of doing your job better with your supervisor.

TRUE FALSE

14. If you discover a better way to do your job, try to persuade your co-workers to try it.

TRUE FALSE

CHOOSING AN OCCUPATION

Selected Pages from

CHOOSING AN OCCUPATION
PERSONAL FINANCES
GOOD WORK

Developed by:

Career Education Center
Florida State University

pursuant to a contract with the State of Florida, Department of Education, Division of Vocational Education.

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NOTE: Page numbers in parentheses correspond to pages in the original text material.

APPENDIX - STUDENT RESOURCE MATERIALS

Do Your Work Habits Measure Up?

Employers want workers who like their jobs, and who show it by having good work attitudes and by practicing good work habits. They expect workers to come to work on time, dress properly, observe company rules, follow instructions, and get the job done correctly and on time.

Many employers use rating scales to evaluate (grade) their workers on their job performance and work attitudes. These rating scales are placed in the employee's personnel file. When the supervisor is thinking about promoting an employee—or firing one—s(he) uses these files to help in the decision.

Many of the same work habits apply whether you're a student or a full-time worker. Use the rating scale on the next page to evaluate yourself as a student. You will fill it out again when you finish this unit. If you've tried to develop good work habits, you should see that you've made some progress. Be honest with yourself; no one else is going to look at your rating. When you finish, look over your rating scale and decide which areas need the most improvement.

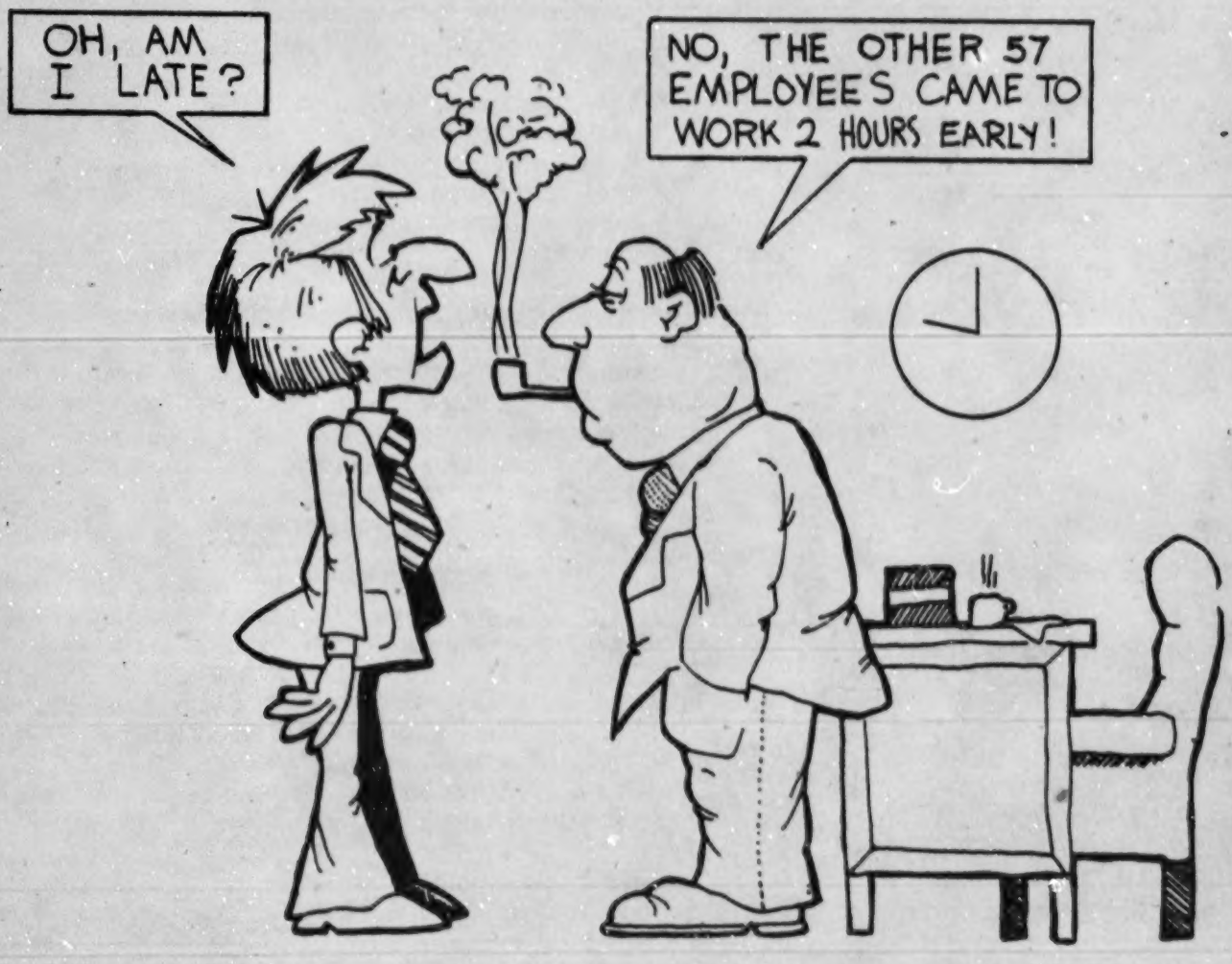
2

Employee Rating Scale

		Check one (✓)		
		POOR	**AVERAGE**	**GOOD**
1.	Has a good attendance record (Is seldom late or absent)	☐	☐	☐
2.	Makes good use of time (Starts work promptly, doesn't waste time)	☐	☐	☐
3.	Meets deadlines (Plans ahead and sees that work is finished on time)	☐	☐	☐
4.	Shows initiative (Works hard without being told to)	☐	☐	☐
5.	Doesn't give up easily (Tries and tries again)	☐	☐	☐
6.	Shows honesty (Can be trusted, accepts the blame for own mistakes)	☐	☐	☐
7.	Is dependable (Always finishes the job)	☐	☐	☐
8.	Doesn't waste materials (Plans and works carefully so no goods are damaged or wasted, takes good care of tools and equipment)	☐	☐	☐
9.	Obeys safety rules (Prevents accidents by following all safety instructions)	☐	☐	☐
10.	Follows instructions (Pays attention while directions are being given and follows them carefully)	☐	☐	☐
11.	Is willing to learn (Shows interest in improving job performance, follows up on suggestions)	☐	☐	☐
12.	Works accurately (Takes care to do everything right, does not make careless mistakes)	☐	☐	☐
13.	Gets along well with others (Gets along well with supervisor, co-workers, and customers; is cooperative and thoughtful of others)	☐	☐	☐
14.	Shows loyalty (Speaks well of the company and its products, does not give out confidential information)	☐	☐	☐

Making Your Time Count

Absent or Late—What Can Happen



"Did you hear that Stan got fired today?"

"Yeah, Mr. Bolin really blew his top. He said that Stan had shown up late for work just once too often. He'd warned Stan last month to start showing up on time or to look for another job."

"Well, Stan did have some problems that made it hard for him to get here on time, but I guess that's *his* problem, not the company's. He knew what the hours were when he took the job."

(10)

Employers get angry when their employees aren't at work when they should be. There's a job to be done and when workers don't show up to do it, the company loses money and valuable time. When you take a job, it's up to you to arrange for transportation that will get you to work every day and on time. If you miss work, or arrive late too often, you may:

- be warned by your supervisor
- be resented by your co-workers
- receive a low employee rating
- miss a promotion or raise
- have your pay docked
- get fired.

Be warned by your supervisor. The first time you come in late your supervisor will probably not do much more than speak to you about it. If it happens again, you'll be reprimanded and given a warning that continued lateness may cost you your job. Sometimes you can't help being late or absent. Then you should let your supervisor know your reason. You may have sudden sickness in your family, or car trouble on the way to work. But even these reasons won't be accepted if they occur too often.

Be resented by your co-workers. When one employee is late or absent it often makes things harder for the other workers. They may have to do your share of the work until you show up. Or, if you are a part of a team, a whole crew may have to stand around waiting for you. Although most people don't mind helping out in an emergency, they won't want to do your job or be held up by you regularly. Besides, if you don't have to get to work on time, why should they?

Receive a low employee rating. Supervisors evaluate their workers on a regular basis, usually once or twice a year. If you are late or absent often, your attendance rating will be affected. A low rating affects not only your present job; it looks bad on your record when you apply for jobs with other companies.

Miss a promotion or raise. Your lateness and absence may cost you a raise or a chance for promotion. Workers who can't be counted on to show up give an employer the impression that they don't take their work seriously enough.

Have your pay docked. Your employer may dock your pay (subtract money from your paycheck) even if you are only a few minutes late. If you're absent, you may lose a full day's pay. If you aren't putting in a full day's work, why should you

get paid for one? Employers lose money when workers don't put in their full time. Imagine a factory that pays 100 workers each $2.50 an hour to pack boxes. If each worker misses a half hour a day by showing up late or taking a long lunch, that company will lose $125 a day, $625 a week, and $32,500 a year! That's one reason why employers are so hard on workers who are late or absent too often.

Get fired. If you continue to be absent or late you will lose your job. Most employers consider a few warnings to be sufficient. If an employees's attendance doesn't improve, the employer doesn't have any other choice but to let him/her go. The steps usually follow something like this:

- get warned by your supervisor
- be resented by your co-workers
- receive a low employee rating
- miss a promotion or raise
- your pay is docked
- get fired.

Activity:

Coming Late or Not at All

1 List the six things that may happen to you if you are absent from work or late:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

2 You are the president of Threadbare Fabrics. You pay each of your 10 employees $4 an hour to run the machines. If each worker wastes one hour a day by showing up late, taking a long lunch, or leaving early, how much money do you lose each day?

$4 an hour x 10 employees = $_____ a day

How much do you lose each week?

$_____ a day x 5 days = $_____ a week

3 Did you know that some job application forms ask you how many days you were absent from school during the past year? Most employers feel that people who are late often and miss a lot of school will probably continue to be late and miss a lot of work, too. Are you a "late" person? Here are some questions to think about. (You don't need to write down your answers.)

- Do you usually arrive a few minutes early for meetings and appointments?

  _____

- When you are late for an appointment, do you worry about the other person having to wait for you?

  _____

- About how many days have you been absent from school this year? Less than 5? More than 10?

  _____

- How does your attendance compare with other people in your class—average, better than average, or worse?

  _____

- Are you often late for school in the morning?

  _____

- What are your usual reasons for being late?

  _____oversleeping

  _____transportation problems

  _____not having clothes, books, or homework ready

  _____getting ready too slowly, or doing too many other things

  _____reasons beyond your control

- Which of these reasons could you correct if you really wanted (or needed) to?

  _____

- How could you make sure you were on time? (get an alarm clock, take an earlier bus, set out clothes the night before, etc.)

  _____

4 Being on time is important for most jobs, but for some occupations it's critical. See if you can list three occupations for which you would always have to be exactly on time.

_____

_____

_____

8

If You Can't Come to Work, Call!

Employers realize that sometimes things come up that keep you away from the job. If you have a flat tire on the way to work or a member of your family is suddenly ill, you have a good reason for being late. But having a good reason isn't enough. Your employer has to know about it. As soon as you know that you will be late or absent, *call* your supervisor. *Explain* briefly what has happened, and say when you will come to work. If possible, let your supervisor know how you plan to make up for your absence and get your work done. Perhaps a co-worker can take over for you. Or maybe you can work overtime the next day. The important thing is to:

- call
- explain.

A phone call can solve some of the problems caused by your being absent. It gives your supervisor time to find another person to handle your job, to call off a meeting, or to make necessary changes in the work schedules (deadlines). A phone call also shows your employer that you care about your job, that you are responsible, and that you have a good reason for not being at work. If you're too sick to phone, or if your phone isn't working, ask a friend or relative to call in for you (and to explain why you can't call in yourself).

Be considerate! Don't expect your employer to be able to adjust the work schedule on five minutes' notice. The sooner you call, the more time s(he) has to make necessary arrangements. Whenever you have to miss work, remember: *call in as soon as you know that you won't be able to come in to work.*

Don't just leave a message that you won't be in; *explain why.* Your supervisor will understand if s(he) knows that you are sick or have an emergency. But don't expect anyone to be patient with excuses such as: you don't have a way to get to work, you overslept because you were out too late the night before, or you just don't feel like coming to work that day. Even a good reason, such as taking care of your sick children, won't work forever. When you accept a job, you accept the responsibility for being there during work hours. You'll need to plan for someone else to take care of your personal responsibilities when you are at work.

If possible, explain how you plan to take care of your work. Show your supervisor that you care about your job by helping to solve problems caused by your absence.

Question: What should you do if you will be absent from work or late?
Answer: *Call your boss* and *give a good reason.*

10

Activity:

Finding a Solution

In the two stories below, the employees have real problems that sometimes make them miss work or arrive late. Read each story, then choose one to consider. If you were the employee, how would you try to work out your problem with your supervisor? If you were the supervisor, what solution would you be willing to accept?

1

When Phil took a job working part-time for a large sporting godds store, he made arrangements to ride to work after school with another student who worked in the same store. After a few weeks, however, Phil's hours were changed. Now the only way he can get to work is by bus. If his last period teacher doesn't keep the class late, and if he rushes, he can just catch the bus that gets him downtown 15 minutes early for work. If he misses that one—and he often does—he arrives 15 minutes late. Phil's supervisor has asked him to stop by his office tomorrow, and Phil has a feeling it's about his being late so often. Phil needs the job and wants to keep it. What should he do?

2

When Glenda decided to go back to work, her mother offered to keep her 3-year-old daughter during the day. But lately her mother has been too sick to watch the child, and on those days Glenda has had to stay home with her daughter. Her supervisor has suggested that Glenda enroll her child in a day care center, but Glenda is worried that she can't afford it. If she doesn't find some solution to her problem, however, she is going to lose her job. If you were Glenda, how would you handle this problem?

Write your suggestions here.

There are no right or wrong answers to these questions, because each person looks for a solution that s(he) thinks is best for him/her. To get some idea of different approaches to problem solving, discuss your answers with one or two other students who have completed this activity.

When You Get There, Work!

Many workers think that a good attendance record is enough to satisfy any employer; so they arrive on time, but then they cut their workday short by doing personal things. It's so easy to waste time that many workers don't realize that's what they're doing. Some take long lunch hours or too many coffee breaks. Others spend time on the phone talking with friends or handling personal business. Some waste company time by talking to co-workers when they should be working. This wastes twice as much time, since the co-worker stops working too.

Wasting company time, like missing work, costs the employer money. Employers don't expect you to work for eight solid hours without a break. In fact, many allow their workers a morning and afternoon break of about 15 minutes. But, when break time is over, employers have the right to expect a full day's work.

Two big problems that many workers seem to have are beginning a task on time and getting it finished on time. Bob is a worker who has both troubles. It seems to take him forever to get started on a task. He always has to get some coffee first, or sharpen his pencil. Once he does begin, he never stays with the task very long. He works a little, daydreams a little, talks a little, and then works some more. No wonder he never meets his deadlines!

Some tasks have assigned deadlines. Your supervisor may say, "Ms. Wallace, I need a complete report on the Taylor account by Monday morning." But for tasks that don't have assigned deadlines, employers expect their employees to set goals for themselves. Workers who get their work done on time try to figure out how long it will take them to finish a certain amount of work—a few hours or a few days. Then they keep this deadline in mind and work toward it. Many workers find it helpful to make notes of their deadlines on a calendar at work.

Employees who want to keep their jobs have to get their work done on time. That means:

- begin the job right away
- keep working until the job is done
- keep deadlines in mind and stick to them.

Name _____

Date _____

Self-Test

Objective 1

Maria works at the Breadbasket Bakery in Heatproof, Florida. She comes to work late at least once a week. What are four things that could happen to Maria for being late so often?

1. _____
2. _____
3. _____
4. _____

Objective 2

What are two things you should do if you know you will be absent from work or late?

1. _____
2. _____

Getting to Know the Job

Your First Day at Work

It was chilly and wet as Sarah walked up to the door of the three-story building. This was her first day on the job, the job she had wanted so badly. But now she felt nervous. Would her work be good enough? Would the other employees be friendly, or would she feel like an outsider? What kind of person would her new boss be?

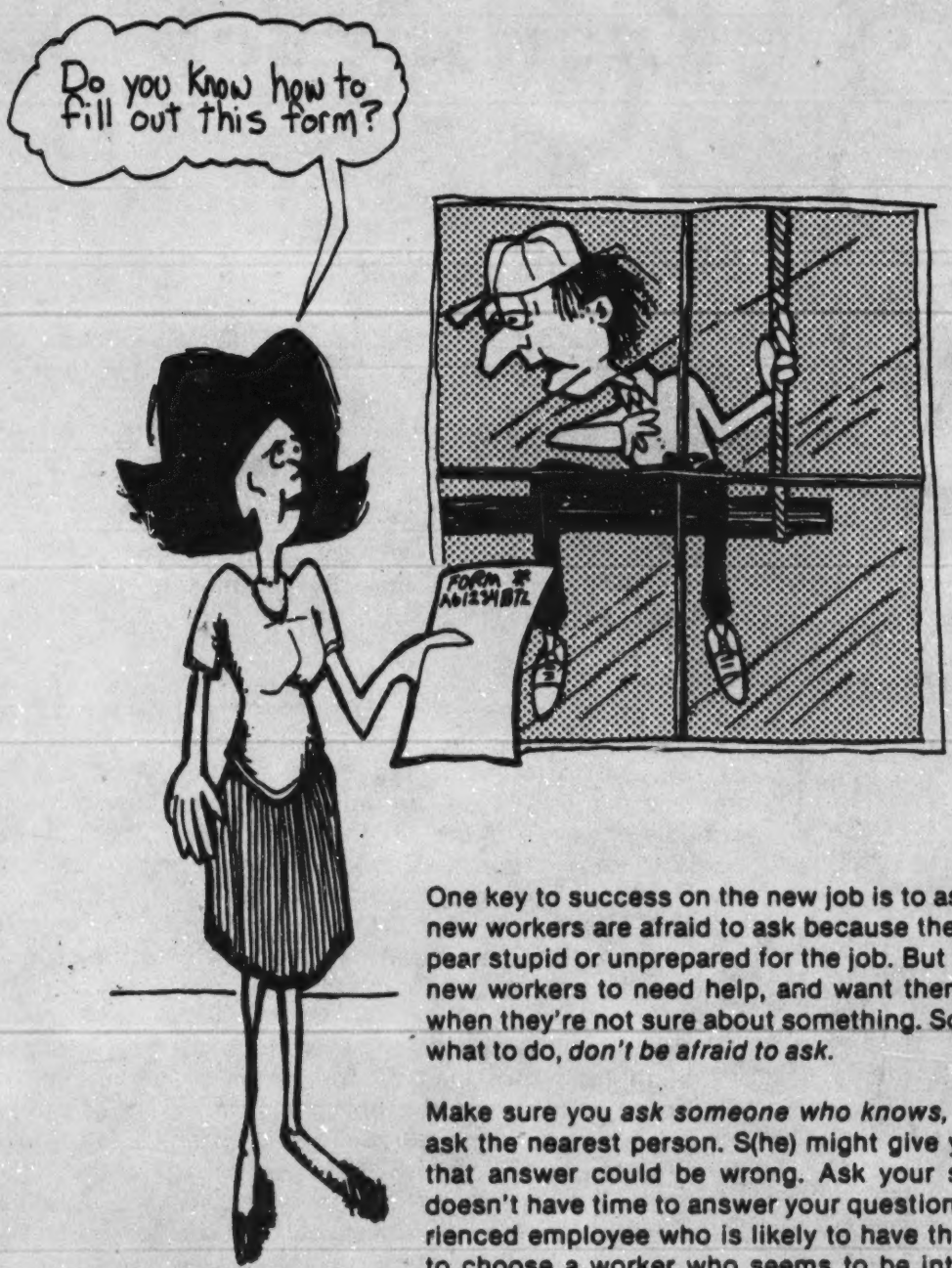
"At least I'm not late," she thought. Good thing she'd left home a little early, because traffic was slow this morning. Sarah opened the door and went in . . .

The first day on the job is difficult for everyone. It's common for new workers to feel unsure of themselves, to make mistakes, and to forget names. Some even get lost! But most people manage to get through it all right. During the first couple of weeks on the job, the worker learns job duties and gets to know the other employees. Most employers expect workers to have some problems during this breaking-in period. That's why so many large companies put their new employees through special training or orientation programs to introduce them to the company and to their new job.

At some businesses, the older workers put new employees through their own kind of orientation program: they may tease them, ask them for tools that don't exist, or send the new employees on errands. This is often called "gopher work" because the new worker is asked to go-for this and go-for that. The new employee just needs to keep a sense of humor and remember that this won't last very long.

Most of the time, though, the boss and the other workers are eager to help the new employee learn the job and join the regular work crew. After all, the employer doesn't really get too much good work out of trainees (new workers) until they know the job well. The sooner the trainee learns the job, the better it is for everyone.

Help—When You Need It



One key to success on the new job is to ask questions. Many new workers are afraid to ask because they don't want to appear stupid or unprepared for the job. But supervisors expect new workers to need help, and want them to ask questions when they're not sure about something. So, if you don't know what to do, *don't be afraid to ask.*

Make sure you *ask someone who knows,* though. Don't just ask the nearest person. S(he) might give you an answer, but that answer could be wrong. Ask your supervisor. If s(he) doesn't have time to answer your question, then ask an experienced employee who is likely to have the right answer. Try to choose a worker who seems to be interested in doing a good job.

When asking questions, remember to keep your questions short and to the point. Then listen carefully to the answers you get (take notes if necessary) so you won't have to keep asking.

Activity:

Getting Help

1 This is Barbara's first day at Larry's Shine-O-Mat Carwash. Larry has asked her to go over and mix the suds for the large brush wheels. When she gets there, she finds the soap and a very confusing chart on the wall that explains how to mix it. Barbara reads the chart but still isn't exactly sure how to do it. What should she do?

_____

2 The first week or two on a job are usually a breaking-in period for new workers. What are two things a new worker is likely to experience during the first few weeks?

a. _____

b. _____

3 What is the main rule to follow when you are new on the job? If you aren't sure that you know what to do,

_____

_____

16

Nobody's Perfetc

Ed checked the last fitting on the carburetor, slammed the hood of the new model compact shut, and proudly walked up to Jerry, the head mechanic.

"I'm finished with Ms. Evan's car, and 20 minutes early. Do you want me to start working on Mr. Hargrove's brakes?"

"Yeah, Ed. But go up and check the work orders first. I think Mr. Hargrove is having trouble with his carburetor."

Ed was confused. He had already looked at the orders once this morning, and remembered seeing one order for a brake job and one for a rebuilt carburetor. If Mr. Hargrove needed the carburetor, what did Ms. Evan want? He felt a little sick when he finally found Ms. Evan's work order for new brake shoes, just as she drove up.

"Uh-oh," he swallowed and hurried toward the garage. "Jerry . . . ?"

Mistakes are easy to make, especially when you're new on the job. Supervisors know this, and they usually are patient with new workers if they make a mistake—but not if they keep making the same mistake again and again. Here's what you should do if you make a mistake on the job.

Report big mistakes to your supervisor. Don't get upset, make excuses, or try to shift the blame to someone else. But do tell your supervisor, so that s(he) can take care of any problems that might result from your mistake.

Correct your mistake as best you can. If you're with a customer, apologize for your mistake and do whatever is necessary to correct it. If your mistake involves safety, it needs your immediate attention. Just be sure you know how to correct it before you do anything. Don't make things even worse by "correcting" mistakes the wrong way! Ask your supervisor if you aren't sure. (This is especially true of mistakes with equipment and machines.)

Avoid making the same mistake again by taking some positive action. Try to change the conditions that caused you to make the mistake. Find out exactly what you did wrong and learn to do the job correctly. You may need to write a note to yourself to help you remember. If your mistake was missing a meeting or forgetting to do something, buy a calendar and write down dates and deadlines. Learn from your mistakes.

REMEMBER!

Report big mistakes to your supervisor.

Correct your mistake.

Avoid making the same mistake again by taking some positive action.

18

Activity:

Catching Your Mistakes

Read each problem below. Then place a check (✓) beside the best answer.

1 Melinda is a cashier at Tom and Jerry's Pet Store. She just incorrectly wrote up a sales slip and the customer has pointed out her error. Melinda should:

- ☐ apologize and thank the customer, then correct the error.
- ☐ say, "Oh, I knew I made a mistake."
- ☐ smile and say nothing.
- ☐ say, "How sharp you are! You sure do pay attention to details."

2 Jack assigns loads to trucks at Wholesale Grocers. Yesterday he switched the loads of three trucks so that the loads did not match the drivers' delivery instructions. Jack's supervisor is blaming the drivers for the error, even though they followed Jack's orders. Jack should:

- ☐ agree with his supervisor that it was the drivers' fault.
- ☐ keep quiet about his mistake and apologize to the drivers in private.
- ☐ tell the supervisor how the mistake was made and apologize to the drivers for the trouble he caused.
- ☐ take no action since admitting his error will just mean more trouble.

3 Jim works as a sales clerk in a shoe store. He waited on a customer, rang up the bill incorrectly, and then said, "Oh, I'm sorry. I've overcharged you. Let me correct my error." Jim did this to four different customers within a half hour. He should:

- ☐ feel good about catching his errors.
- ☐ say, "Gee, this cash register is just awful! It can't even add two simple numbers together."
- ☐ ask his supervisor to have the cash register fixed, even though none of the other salespeople have had any trouble with it.
- ☐ learn how to operate the register properly.

4 Why is it important to report mistakes to your supervisor?

_____

_____

_____

Name _____

Date _____

Self-Test

Objective 4

Today is Christopher's first day of work at the Tallahassee Alligator Farm. His job is to feed the alligators, but he isn't sure how to do this. What should he do?

_____

_____

_____

Objective 5

Archie has been working at the lumber yard for a month now and has learned his job fairly well. But today a customer brought back an order of boards that Archie cut yesterday because they were too long. What three things should Archie do about his mistake?

1. _____
2. _____
3. _____

20

Practicing Good Habits at Work

Honesty on the Job

Most employers overlook occasional mistakes as long as their employees try to do their best, learn from their mistakes, and accept responsibility for them. But there is one mistake that employers neither forgive nor forget: stealing from work. Employees who are caught stealing can lose more than their jobs. They lose a number of opportunities for their future as well. In this way, they are cheating themselves as well as their employer.

Some workers steal things on purpose. They know that if they are caught they can be arrested. But many employees who take things from work don't realize that they are stealing. The waitress who gives her friend an extra hamburger without charging him for it may not feel that she is stealing. The hardware salesman who takes home a can of paint for his garage may not consider himself a thief. But he is stealing. Any time an employee takes goods without permission, that is stealing.

A lot may happen to an employee caught taking goods or money from work. Some companies have a policy (practice) of turning over to the police any employee who is caught stealing. Even if the employee isn't turned over to the police, there are bound to be other serious results. Look at what happened to Barry.

Barry has been stealing auto parts from the warehouse where he works. Yesterday his boss, Mr. Case, caught him taking some hand tools. Now Mr. Case has a difficult decision to make. He can do one of three things: he may have Barry arrested; he may fire Barry without having him arrested; or, if he feels there are good reasons for doing so, he may decide to give Barry a second chance. But in any case, a number of unpleasant things can happen to Barry.

If Barry is arrested:

- he may have to go to court. If he is found guilty he may have to pay a fine or go to jail.
- he will get a police record, which may prevent him from getting a job in the future, or from getting into some colleges.

If Barry is fired:

- he will have trouble getting another job because his last employer, Mr. Case, will give him a poor recommendation
- he will not be able to get unemployment compensation (regular payments to people who lose their jobs *through no fault of their own*).

Even if Barry is given a second chance:

- he may have to pay for the goods that he stole
- he may lose the trust of his employer, his supervisor, and his co-workers
- he may get a bad reputation, with a report of his stealing put in his company personnel file
- he will probably get a poor employee rating
- he will probably not get a promotion or raise for a long time.

Activity:

Taking Goods from Work

1 Ken Wood has been taking home parts from work so he can build his own stereo set. List four things that may happen to him if he is caught.

a. _____

b. _____

c. _____

d. _____

2 Janet works as a stock clerk at the Thrifty Market. The owner, Mr. Scott, hired her even though she was fired from her last job for stealing. He believes that everyone should be given a second chance.

One day Mr. Scott called Janet into his office. The store records had been coming up short and he knew that someone had been stealing. Janet said she didn't know who was to blame, and that she had never stolen anything from the store. Mr. Scott said he was sorry, but he was going to have to fire her anyway.

a. Do you think Mr. Scott would have fired Janet if she didn't already have a reputation for stealing?

_____

b. If you were Mr. Scott, would you have fired Janet? Why?

_____

_____

_____

Name _____

Date _____

Self-Test

Objective 6

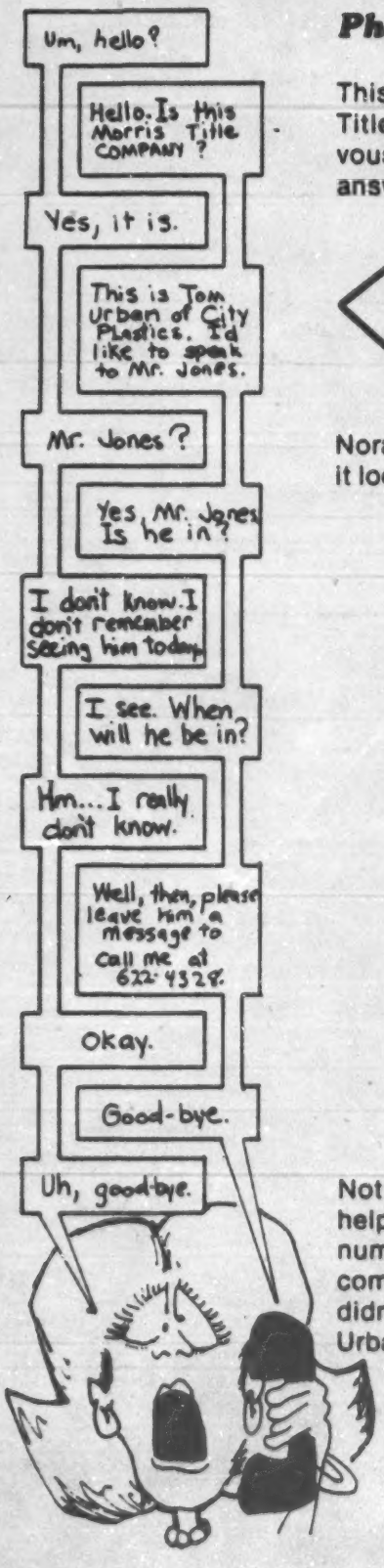
Phil pumps gas at the Key West Service Station. When his friends come to the station, he sometimes gives them free gas and oil. List four things that could happen to him if he is caught stealing from work.

1. _____

2. _____

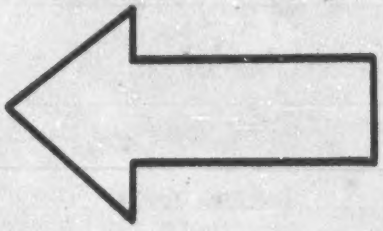
3. _____

4. _____


Um, hello?
Hello. Is this Morris Title COMPANY?
Yes, it is.
This is Tom Urban of City Plastics. I'd like to speak to Mr. Jones.
Mr. Jones?
Yes, Mr. Jones Is he in?
I don't know. I don't remember seeing him today.
I see. When will he be in?
Hm... I really don't know.
Well, then, please leave him a message to call me at 622-4328.
Okay.
Good-bye.
Uh, good-bye.

Phone Messages and Manners

This is Nora's first day on the job as secretary at the Morris Title Company. Nora is unsure of herself, and gets more nervous each time the telephone rings. It rings again, and Nora answers.



Nora wrote down the message, but not correctly. Here's how it looked:

To MR. JONES

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M TOM

of ?

Phone 622-4382

Message CALL HIM

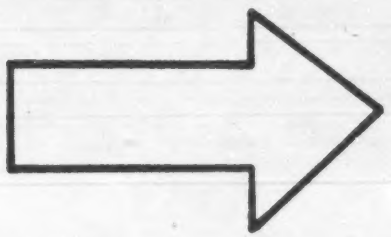
Operator _____

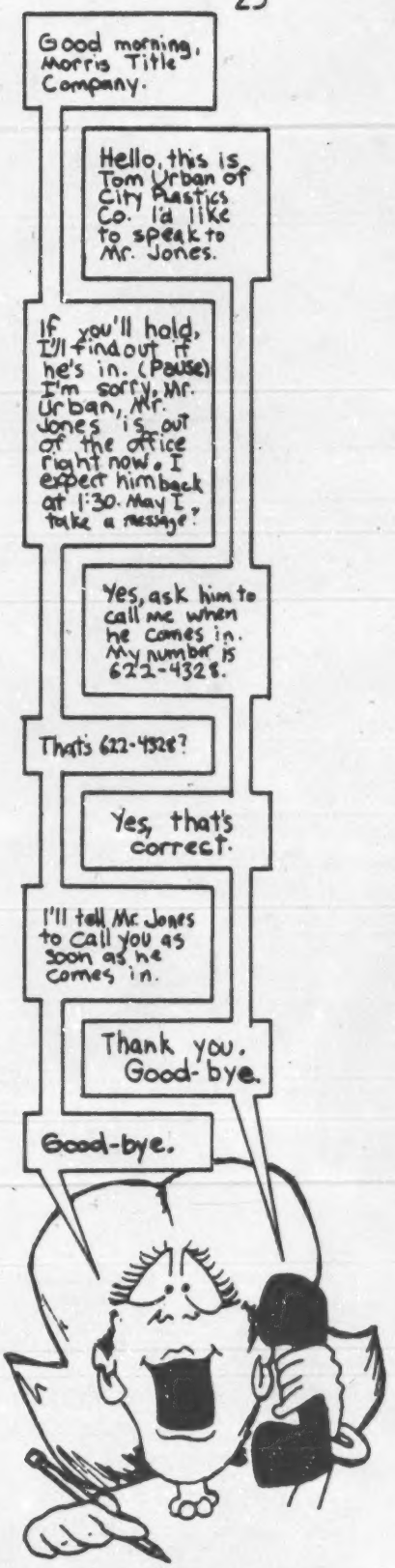
Not only did Nora confuse the message, but she was of little help to Mr. Urban. He had to ask if he had called the right number, because Nora didn't answer with the name of the company. She didn't know if Mr. Jones was in the office and didn't make any effort to find out. Besides wasting a lot of Mr. Urban's time, she gave him a bad impression of the company.

Secretaries aren't the only people who need good telephone skills. No matter what your work is, you'll probably have many occasions to take phone messages for your supervisor and co-workers. When answering a business phone an employee should always:

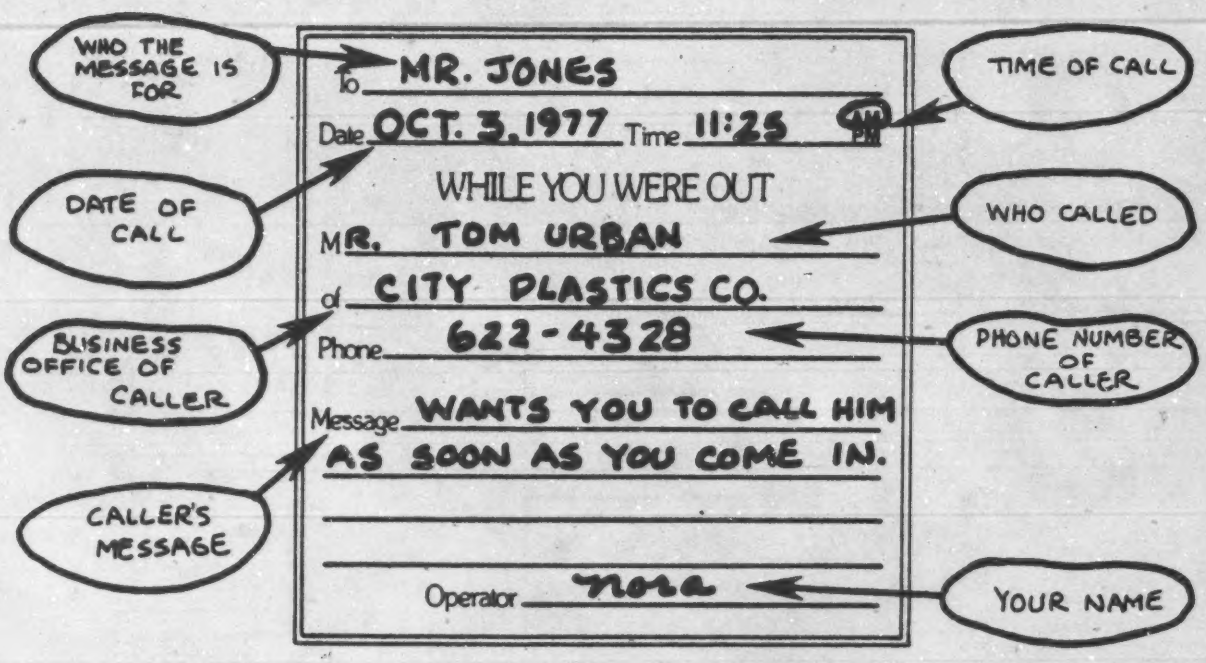
- answer with the name of the company
- speak clearly
- be polite and pleasant
- record the message correctly and completely
- deliver any messages as soon as possible.

Nora's conversation should have gone something like this:




Good morning, Morris Title Company.
Hello, this is Tom Urban of City Plastics Co. I'd like to speak to Mr. Jones.
If you'll hold, I'll find out if he's in. (Pause) I'm sorry, Mr. Urban, Mr. Jones is out of the office right now. I expect him back at 1:30. May I take a message?
Yes, ask him to call me when he comes in. My number is 622-4328.
That's 622-4328?
Yes, that's correct.
I'll tell Mr. Jones to call you as soon as he comes in.
Thank you. Good-bye.
Good-bye.

Her message would have looked like this:



When you take a message for someone, be sure to write down all of this information. Use a form like the one shown above, or write the information on another sheet of paper. If the caller doesn't give you the information, don't hesitate to ask for it. It's perfectly correct to say, "May I ask who's calling please?" The person who missed the call will want to know. If the message is very important, or if you aren't sure that you understand it, repeat it to the caller. It's especially important to check numbers by repeating them—phone numbers, addresses, number of items ordered, and so on. That is what Nora did to be sure that she had Mr. Urban's correct phone number. Remember to write your name on the bottom of the form, in case the person you took the message for has any questions.

60

Activity:

Taking Phone Messages

Team up with another student to practice taking phone messages. Pretend that you are having a phone conversation. Your partner (the caller) will read one of the scripts below. You will answer the phone, make up a company name, reply in your own words, and record the message (blank message forms are on the next page). Ask the caller any questions necessary to get all the information you need to fill out the form. The caller will use the checklist below to grade your work. Then change roles and let your partner take the message, using the other script. Then check your partner's work.

Script 1

Ring!
Hello, this is Mr. Arthur of King Real Estate. May I speak to Mr. Court?
Please ask him to call me at 224-4244 some time today.
Thank you. Good-bye.

Script 2

Ring!
Hello, this is Ms. Fowles of Crumb's Fried Chicken. May I speak to Ms. North?
Please ask her to call me at 321-4567.
Thank you. Good-bye.

Checklist

Did your partner:

- ☐ answer with the name of a company?
- ☐ speak clearly, politely, and pleasantly?
- ☐ record the message correctly and completely on the message form?

Blank forms and correct answers are located on the next two pages.

28

Write your phone messages here.

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

62

Name _____

Date _____

Performance Test

Objective 7

Your instructor will role-play someone making a phone call to you. Use the form on the next page to record the message. *Ask questions, if necessary, to get all the information you need.* When you have taken down the message, compare your work to the checklist below. Then show your completed message form to your instructor. S(he) will check it using the same checklist. All items must be checked for you to pass this objective.

Performance Checklist

- ☐ Answered with the business name of the firm (Make up an office name.)
- ☐ Answered clearly, politely, and pleasantly
- ☐ Wrote down the name of the person the message is for
- ☐ Wrote down the date and time
- ☐ Wrote down the caller's name
- ☐ Wrote down the name of the caller's business office
- ☐ Wrote down the phone number of the caller
- ☐ Wrote down the message
- ☐ Wrote down your name

Phone Message Forms

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

Safety First

"Delores, what happened to your arm?"

"I broke it at work last week."

"You're kidding. I thought you worked in a law office, not in a machine shop."

"Don't laugh. Believe me, a broken arm hurts whether you get it in a factory or an office."

Each year one out of every four workers has an accident that is serious enough to demand a doctor's attention. Such injuries are not only painful; they can also be expensive for the worker, because time away from work almost always means some loss of pay. Yet most of these injuries could have been avoided. The best way to prevent accidents is to be concerned with safety, to obey safety rules, and to know what to do if you discover an unsafe condition or a safety violation.

One problem is that most people don't think an accident will ever happen to them. That's why they are sometimes careless and ignore safety rules like these:

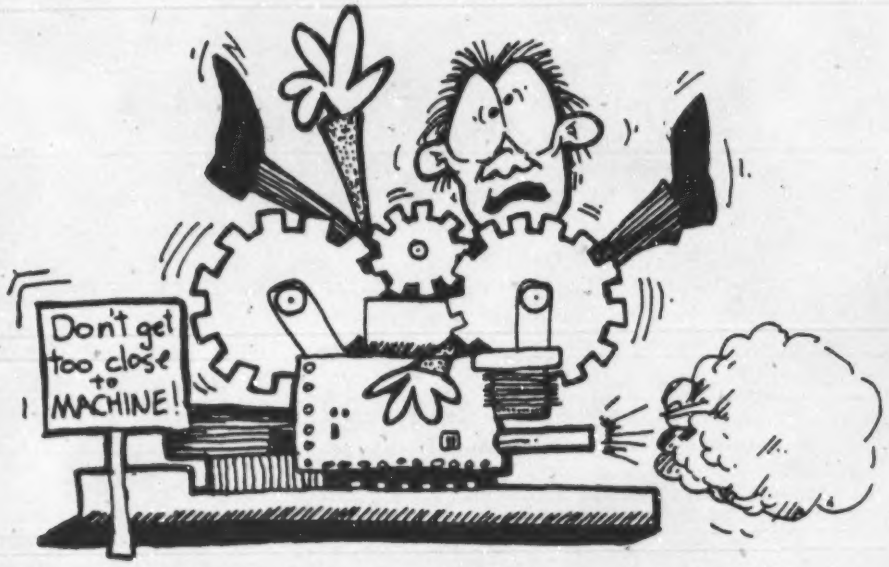
Turn off all machinery before making repairs or adjustments.
Wear hard hats in this area.
Don't operate cars or machinery after taking this cold medicine.
Turn off your car engine before pumping gas.
Don't put out cigarettes in the trash containers.
No smoking!

Part of any job is learning and following safety rules. *All* workers need to be concerned with careless or unsafe acts, not just people who work in construction or with machinery. For example, office workers can be injured by file cabinets that fall forward when several heavy drawers are pulled out at the same time. Some rules apply to any job, however, such as, "Disconnect electrical equipment by pulling the plug, not the cord."

New workers need to learn the safety rules and special hazards (dangers) of their jobs. They should also find out where the fire extinguishers, fire exits, and the first aid kit are located. It's a good idea to look up and post emergency telephone numbers, too.

An alert worker who sees an unsafe condition or a safety violation can prevent accidents by doing something about it right away. If you find a safety hazard, take action in one or more of these ways:

- try to correct the unsafe condition
- warn others
- tell your supervisor
- tell those who caused the safety violation
- get in touch with your safety officer or repair staff
- check back to be sure the violation has been corrected.



Try to correct the unsafe condition. Often you can correct a safety hazard right there on the spot. You can pick up broken glass or tell a beginning worker to put on safety goggles. If you see a slippery spill on the stairs, wipe it up yourself or report it to someone else who will do it. This is the best and fastest way to correct a violation and prevent an accident.

Warn others. Sometimes you cannot correct a dangerous condition right on the spot. You may have to leave the area for tools or call someone else to make repairs. To keep others from being hurt while you are gone, you should warn them of the danger. You may point it out to your co-workers or leave a big sign that everyone coming near the area will see.

Tell your supervisor. Some safety hazards can be corrected only by the person in charge. But even if you have already corrected the situation yourself, it is a good idea to report it to your supervisor. S(he) may want to change the way things are done on the job to make sure the violation doesn't happen again. Or s(he) may think it's a good time to remind others of the possible dangers of their work.

Tell those who caused the situation. If you see someone breaking a safety rule, or you know who has caused a safety hazard, go ahead and ask the person to correct it. S(he) will be less likely to make the same mistake again. New workers sometimes break safety rules because they don't know the rules exist. If you don't tell them they may hurt themselves or cause someone else to get hurt.

Get in touch with your safety officer or repair staff. Sometimes safety hazards can be corrected only by specialists or experts. This is especially true with machines and electrical equipment. You should *not* try to correct hazards involving special equipment unless you know *exactly* what you are doing. You could end up a victim of the safety hazard you are trying to correct.

Check back to be sure the violation has been corrected. If not, find out why or report the hazard again.

34

Activity:

Playing Safe

1

List the six things you could do if you discover a safety hazard.

a. _____

b. _____

c. _____

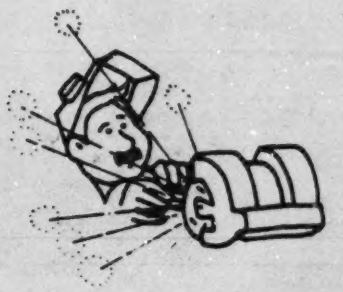
d. _____

e. _____

f. _____

2

Each of these drawings shows a safety rule being broken. In the spaces below, write the safety rules that the worker should follow.



a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

3

In the space before each occupation, write the letter of the safety rule that applies to workers in that occupation.

OCCUPATION	SAFETY RULE
_____auto mechanic	a. Wear protective clothing when mixing and applying pesticides.
_____hair stylist	b. Turn off typewriter before changing ribbon.
_____office worker	c. Never mix cleaning products that contain chlorine and ammonia.
_____homemaker	d. Check water temperature before wetting the customer's hair.
_____greenskeeper	e. Never jack up or lower a car while someone is working under it.

4

Think about an occupation that you are training for, or one that you're interested in. List three safety rules that a worker in that occupation should be careful to follow. (With your instructor's approval, you may choose instead to list three safety rules for a home or school task, such as running a projector, using the kitchen stove, or mowing the lawn.)

a. _____

b. _____

c. _____

5

In your town, what telephone numbers would you call—

to report a fire? _____

to get an ambulance? _____

to call the police? _____

(Look up these numbers in your local telephone book.)

Doing the Job Right

A Better Way to Do the Job

Cast: Douglas Anderson, young office assistant who's been with the company for two years
Millie Foster, new clerk-typist
Ms. Gridley, office manager

Scene 1 (Millie's office. Enter the office supervisor, Ms. Gridley.)

Ms. Gridley: Millie, you are going to have to type these letters over again. The style is all wrong. These letters must go out by five o'clock today; so please hurry.

Millie: But Ms. Gridley! The letters look so much better this way! See how much space we save on each page?

Ms. Gridley: Those letters must be ready by five. We can talk about the style some other time. Now please do it the way I showed you yesterday.

Millie: Yes, Ms. Gridley. (Ms. Gridley leaves.)

Scene 2 (Millie's office. Later that day. Enter Douglas.)

Millie: Ms. Gridley is making me type all of these letters over. I tried to show her a better way to type them, but she wouldn't listen. I think she *wants* them to look old-fashioned.

Douglas: No, Millie, you have it all wrong. Ms. Gridley was upset because she was afraid that you wouldn't get the letters done right and out on time. Just wait until tomorrow when things have calmed down. Then show her your new form for typing letters.

Millie: Do you think she'll look at it?

Douglas: Sure she will. Employers are always looking for a better way to do the job. Your big mistake was doing it your way without first discussing it with Ms. Gridley.

Millie: Are you sure?

Douglas: Sure I'm sure! This company welcomes new ideas, but you should either talk them over with your supervisor or write them down and put them in the suggestion box. Don't just start doing things your way, though. Ms. Gridley might know some reason why it's not a good idea. And if it *is* a good idea, other departments should hear about it, too!

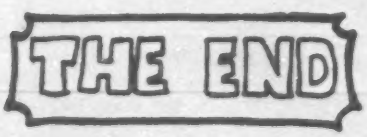
Scene 3 (Millie's office. The next day.)

Millie: You were right, Doug. I showed Ms. Gridley my idea and she liked it. She plans to show it to Mr. Big tomorrow.

Douglas: What can I say, except I told you so . . .

Millie: By the way, Doug, I think I've found a better way to do *your* job, too!

Douglas: Here we go again!

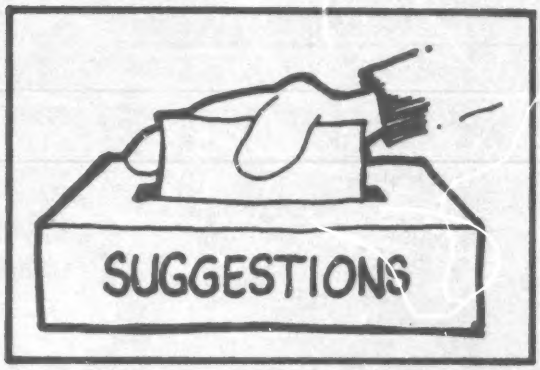


If you think you've found a better way to do the job, don't just start doing it your way. Instead:

Tell your supervisor about it.

OR

Put your idea in the suggestion box.



Your company wants to hear your good ideas!

Activity:

Doing It Your Way

1 Chuck works at Parkway Drug Store. He has found a new way to order supplies that could save the store a lot of time. Put a check (✓) in the box by the statement(s) that show the right thing for Chuck to do. Chuck should:

- ☐ start using the new method right away.
- ☐ tell his employer about the new method.
- ☐ tell his employer about the new way only if he agrees to give Chuck a raise.
- ☐ tell his co-workers to use his new method so the boss will see how good it is.

2 Carla works at The Mad Hatter's. She has found that she can store a lot more hats on each shelf by putting smaller hats inside the larger hats. Put a check (✓) in the box by the statement(s) that show what Carla should do about her new method. She should:

- ☐ surprise the owner by using the new method.
- ☐ give her suggestion to her supervisor and ask her to tell the owner about it.
- ☐ write down her idea and put it in the suggestion box.
- ☐ teach the new method to her co-workers. Then the owner will have to let her use it.

3 Why should you check with your supervisor before doing your work a new way?

_____

_____

_____

Name _____

Date _____

Self-Test

Objective 8

Alice has noticed that the electric wire on the office coffee pot is badly frayed. List three things she can do about this safety hazard.

1. _____

2. _____

3. _____

Objective 10

Sally is a mail clerk at the post office. She notices that mail delivery could be speeded up if the mail were sorted differently. What should Sally do about her new sorting method?

_____

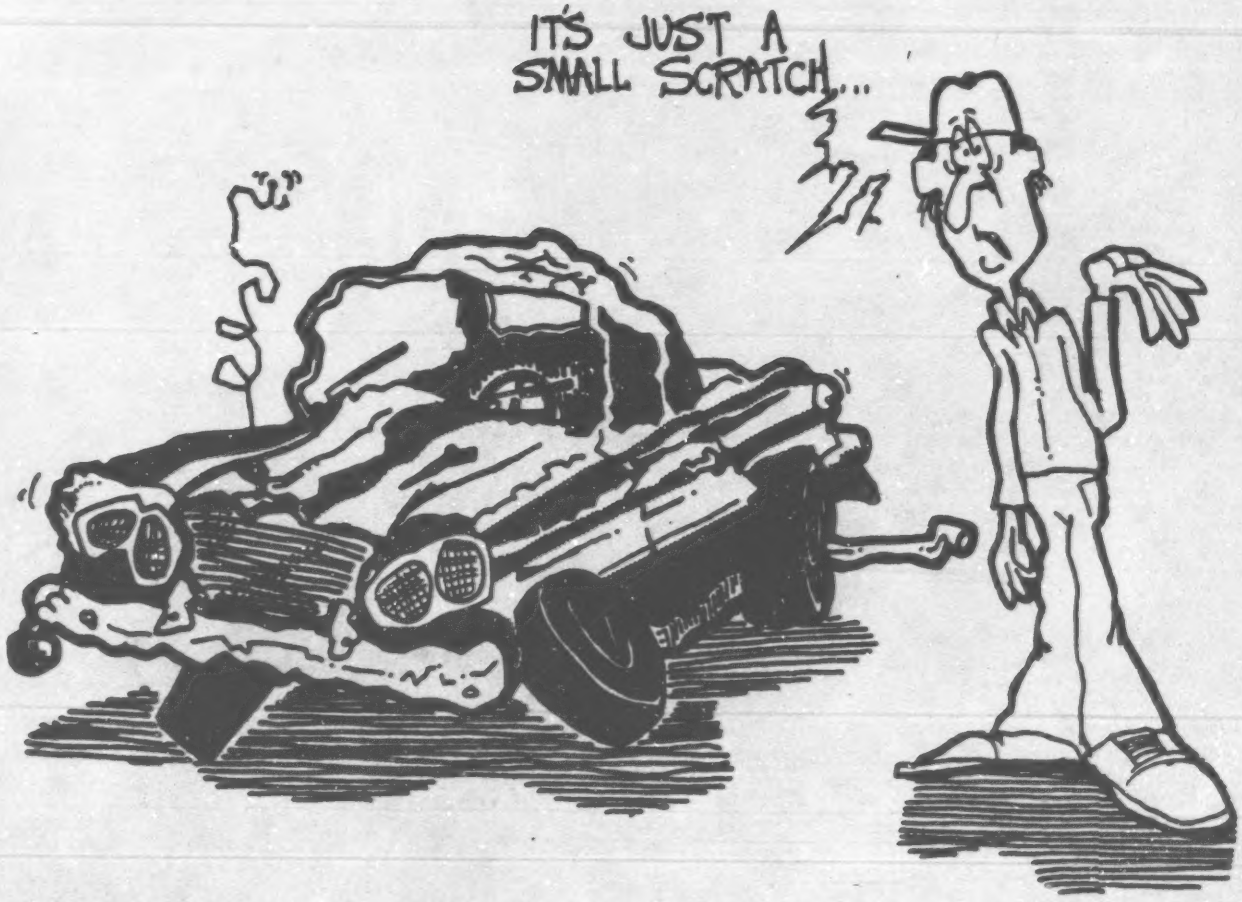
_____

_____

Waste Not, Want Not

Employers supply their workers with the equipment and materials needed to do the job. These supplies cost the employer money; so employers are anxious to see that they are used properly. Abused equipment and wasted materials show an employer that a worker doesn't care about the job or the company.

Many workers don't share their employer's concern for materials and equipment. They think their company is too big or too rich to notice a little waste here and there. Or they feel that taking care of company property is not their responsibility. You can tell these employees by their comments: "It's just a small scratch. Besides, it's only a company car," or "Don't bother to fix it. Just toss it out and get a new one from the stockroom." Or, "Take two, the company is paying for it."



Employees like these don't realize that their careless waste hurts them as much as their employer. The worker's job depends on the success of the company because success means profits. But a company's profits go down when it must spend money replacing wasted or damaged property. And lower profits mean lower salaries or fewer pay raises for employees. If a company's losses are too great, workers can even lose their jobs. So everyone benefits when company property is cared for properly.

A worker caught misusing, wasting, or damaging company property is likely to suffer more than just his/her employer's anger. In addition to getting a warning or reprimand, the worker may miss out on a raise or promotion, be charged for the damage or loss, or even get fired.

Employees who care about their company *and* their jobs:

- take good care of all company equipment
- are careful not to waste materials.

Activity:

Using Company Property

Read each problem below. Then place a check (✓) beside the best answer.

1 Arnold has been driving the company car for two weeks. It runs fine, but makes a strange sound when he shifts gears. When he returns it to the motor pool he should:

- ☐ say nothing, since the car is running fine and the mechanics are busy already.
- ☐ say nothing, because it is the mechanics' responsibility to find problems.
- ☐ tell the mechanics about the noise.
- ☐ tell the mechanics that the car is running fine.
- ☐ say nothing, since it's just a company car.

2 Sarah is flying to New York to attend a convention for her employer. The company is paying for her meals and hotel. Sarah should:

- ☐ plan to spend her evenings with friends so her company won't have to pay for her meals.
- ☐ stay wherever she wants, no matter what it costs.
- ☐ stay in a comfortable hotel that won't cost the company too much.
- ☐ find the cheapest hotel in town and eat hot dogs all week, saving the company lots of money.
- ☐ take this opportunity to eat at some of the finest restaurants in New York City.

Neatness Counts

What difference does it make if a work area is neat or messy, as long as the work gets done? Neatness is just a matter of personal taste, right? *Wrong!* Keeping a desk or work area neat and orderly has some real advantages for the worker.

Neatness pleases customers and employers. Many people think that the condition of a work area is a reflection of a person's work habits. They figure that someone with a messy shop probably does messy work. Think how you would feel about sending your clothes to a dirty laundry, or leaving your stereo at a repair shop where parts of several sets are scattered around the work area.

Neatness saves time and trouble. In a neat work area you don't have to waste time looking for tools or equipment. Everything is in its place, clean and ready for use.

Above all, **neatness is necessary for safety.** A sloppy work area is usually a dangerous one as well. It's all too easy to trip over objects left on the floor, or to get hurt on something sharp or hot that has been left lying around. Often clutter hides other dangers, like a frayed cord or a broken bottle.

Keeping your work area and supplies neat and orderly is a habit that may take time and effort to develop. It will be worth the effort, though, because:

- neatness pleases customers and employers
- neatness saves time and trouble
- neatness means safety.

When you finish a task, or leave for the day, take a few minutes to clean your tools and equipment and put them away. It will make a great beginning for the next day.

Instructions Worth Following

Dr. Baker was running low on printed stationery and decided to save time by placing her order by phone. She spelled her name slowly, then gave her office address as 2240 42nd Street. But Jane, at Jack-Rabbit Printing Company, wrote 2440 42nd Street. When Dr. Baker picked up her stationery a few days later and saw the mistake, she was angry. So was Jane's boss!

Glenn's supervisor showed him how to use the computer terminal, but Glenn didn't listen carefully. After all, he had used a terminal like this one many times at his last job. Now his supervisor has left for an important meeting—and Glenn can't get the computer to work.

Gary decided he couldn't put off cleaning the oven at the restaurant another day. When the oven was heated, he sprayed the sides and bottom with the oven cleaner. Suddenly gases rose from the hot oven, Gary's nose and skin started itching, and his eyes began watering. He started to choke on the fumes and ran out of the kitchen, vowing to read all the directions on the can next time.

Following instructions, both written and spoken, is an important part of any job. Employers can't spend all of their time watching their employees to make sure that they do the work correctly. That's why they value employees who can be depended on to listen carefully to what they're supposed to do and follow instructions.

Some workers never seem to get things right. They make mistakes like delivering orders to the wrong address or using machinery incorrectly. Mistakes like these can make customers angry, get the boss upset, and cause the worker a lot of embarrassment (and sometimes, extra work). If this happens often, the worker will get a poor employee rating and may even get fired.

There are probably three main reasons that some workers make a mess of instructions:

- they don't ask questions, because they think they're supposed to understand everything perfectly the first time
- they don't really listen to oral instructions
- they don't read written instructions all the way through before beginning.

(73)

These problems can be solved by following the suggestions on this page and the next. You'll find them helpful at school *and* on the job.

Listening to Oral (Spoken) Instructions

Listen carefully. Give your full attention to the instructions. Don't be doing something else or thinking about other things. Try not to let background noise or activity distract you.

Listen for the main points. Instructions are not always given in a clear way. If you're not sure what *you* are supposed to do, *ask*. Find out what's expected of you *before* you begin.

Listen for the order of the directions. Often the order in which you do things can make a big difference; so pay attention to words such as *first, second, then, next,* etc.

Take notes. Sometimes your supervisor may give you so many instructions at once that it's impossible to remember them all without making notes. Write down detailed instructions and numbers and names, especially if they are unusual or difficult. John Thompson won't appreciate receiving letters addressed to Tom Johnson.

Think ahead. What problems could come up? What could go wrong? Ask what you should do if certain problems arise.

Repeat the instructions to the person giving them, to be sure that you have understood them correctly. This is especially important with numbers.

Find out your deadline for completing the task.

Reading and Understanding Written Instructions

On the job you will often have to read directions. These may be instructions written by your supervisor, printed in a manual or book, or written on the side of a machine. Written directions can be helpful because you don't have to remember as much and you don't need to take notes. But, unlike oral instructions, you can't always ask questions about the things you don't understand. You'll find written instructions easier to follow, however, if you remember these suggestions:

1. Read through *all* of the instructions before you begin.
2. Make sure the directions are in the right *order.* You'll need to know what to do first, second, third, and so on.
3. Read *carefully.* Make sure you read numbers, addresses, and names correctly. If you don't, you could make a serious and expensive mistake. There's a big difference between making 100 copies and 1000 copies of a letter, or between sending order #9140 (500 steel beams) and #9014 (50,000 bricks).
4. If you don't understand something, *ask* someone who would know.
5. *Check back* to the directions frequently as you are working.
6. When you finish the task, *read through the directions one more time* to be sure you haven't left anything out.

Your job and safety often depend on your ability to understand and follow instructions; so remember to use these suggestions whenever you're given instructions to follow. They can keep you from getting in trouble on the job, and can really save you time.

Activity:

Following Instructions

1 See how well you can give and receive instructions. Select a classmate who is at about the same point in the unit as you are. One of you will be the instruction-giver and the other the instruction-taker. Sit back-to-back. The instruction-giver will describe the drawing on the next page. The instruction-taker will try to draw the figure using only the oral instructions of the first student. Then turn the picture around to a different angle and switch places, so each of you has a chance to give and follow instructions.

2 Follow these instructions.

a. Read this list before you begin.

b. Write your first name here. _____

c. Write the eighteenth letter of the alphabet. _____

d. Write the capital of Florida. _____

e. Write your instructor's name. _____

f. Write the name of the President of the United States. _____

g. Write the name of the tenth month of the year. _____

h. Complete any one of these tasks.

3 a. Find the number that is halfway between 37 and 49. ____

b. Multiply that number by 3. ____

c. Subtract 51. ____

d. Divide by 2. ____

e. Subtract 9. ____

f. Divide by 3. ____

g. Multiply by 4. ____

h. Add 7. This gives you the answer. ____

Planning Ahead

Good planning pays off whenever you're trying to get something done, whether it's a homework assignment, a shop or home ec project, a club activity (like a car wash or dinner), or an out-of-town trip for the school band or your family. Try using these planning steps the next time you begin a project.

Decide what has to be done.

1 Decide exactly what you want to accomplish. What is your assignment or goal?

Plan the steps.

2 Plan each step needed to get the job done, in the correct order. Set some time lines.

Figure out what you'll need.

3 Figure out what materials, space, time, people, and money are needed for each step.

Set it up.

4 Get it together. Be sure that all materials are where they're needed at the right time. Arrange your work area for efficiency. Set up safety precautions if necessary.

Action!

5 Do the job as planned. Keep checking against your plan as you work.

Check up.

6 Check your work. Did you leave out any steps? Make corrections if necessary. Have the job approved.

Clean up.

7 Clean and store tools and equipment. Put away unused materials. Clean up your work area.

Evaluate.

8 Review your performance. Did you do what you set out to do? Did you stay on schedule? Did you have the right materials? Did you plan well? What changes would you make next time?

Name _____

Date _____

Performance Test

Do it! ***Objectives 3, 9, 11, 12, 13, and 14***

The best way to build good work habits is to practice them. This performance test will give you a chance to put it all together and practice what you've learned: using your time and materials well, being careful about safety and neatness, and following oral and written instructions.

Ms. Arbor, your supervisor, wants to do her share for the environment. She has decided that, instead of buying small pads of paper for scratch work and messages, she will have her employees make their own pads out of used paper. You are asked to make a pad using the instructions below.

Before you begin, ask your instructor for additional oral instructions. You may wish to make notes in the space provided on the next page. *When you have both sets of instructions,* you can begin the task of making the scratch pad. Your instructor will use the performance checklist on page 82 to check your work. Study it carefully before you begin, and use it to double-check your work before showing it to your instructor for approval. All items on the checklist must be checked for you to pass these objectives.

Instructions

1. Read through the complete list of instructions and the performance checklist before you begin.
2. Go to the box containing paper, pencils, and rulers. Get five sheets of paper, one pencil, and one ruler.
3. Write the time you begin in the blank to the right of "Beginning Time" at the bottom of this page.
4. Stack five sheets of paper (8½-by-11 inches) so that the clean side of each sheet faces upward.
5. Using a ruler and pencil, draw lines to divide the top sheet into four equal sections. Draw the first line from the top of the sheet to the bottom, dividing the paper in half. Draw the second line from the left side of the sheet to the right, dividing the paper into quarters.
6. Go to the box containing scissors and get a pair of scissors.
7. Follow these safety rules.
   - Carry the scissors with the blades together (closed) and the point facing away from you in a safe manner.
   - Leave the scissors with the blades together (closed) any time you are not using them.
   - Do not use the scissors for any purpose other than cutting the paper.
8. Cut your 8½-by-11-inch sheets into four stacks, 4¼-by-5½ inches each, by cutting along the lines you have drawn.
9. Stack the 20 sheets so that the clean side of each faces up.
10. Use your instructor's stapler to staple the pad together. Place three staples along the top edge of the stack. All three should be parallel to the top edge and about a half-inch down from it. When your pad is complete, compare it with the sample pad provided.
11. Remember to follow the oral instructions.
12. Complete this task within six minutes.
13. Write the time you finished the task in the blank to the right of "Ending Time."

Beginning Time _____
Ending Time _____

Oral Instructions:

Look over the performance checklist on the next page before you begin.

Performance Checklist (✓)

Started and Finished on Time (Objective 3)

- ☐ started within one minute after instructions
- ☐ finished within six minutes from time started

Followed Written Instructions (Objective 13)

- ☐ all sheets stacked facing upward
- ☐ ruler and pencil used
- ☐ lines divide sheet into four 4¼-by-5½-inch sections
- ☐ lines drawn from top to bottom
- ☐ line drawn from left to right
- ☐ paper cut into four 4¼-by-5½-inch stacks
- ☐ staples correctly placed

Followed Safety Rules (Objective 9)

- ☐ scissors carried correctly
- ☐ blades together when left on desk
- ☐ scissors not used for anything other than cutting paper

No Materials Wasted (Objective 11)

- ☐ no extra paper needed
- ☐ no extra staples needed

Followed Oral Instructions (Objective 14)

- ☐ first and last name on correct page

Returned Materials and Cleaned Work Area (Objective 12)

- ☐ returned all materials (pencil, ruler, scissors) to correct place

Looking Good

Good Grooming

"What I wear is my own business!" That may be true in your personal life, but on the job, it's your employer's business, too. Workers who think that clothes, grooming, personal habits, and general health can't help—or hurt—when trying to get a good job are only kidding themselves. In fact, some employers rate their workers' appearance and grooming habits on employee evaluation forms, and use these evaluations in deciding who will get a raise or promotion. Grooming and dress are important for two reasons:

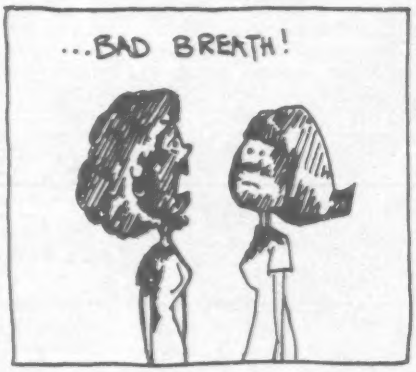
- for safety (they want to protect their employees from injury).
- for appearance (they want their employees to look good)

"Why should my appearance matter? I get my work done, and I do a good job!" Employers know that customers and coworkers expect to deal with people who are clean, healthy looking, and neatly dressed. They also know that people sometimes judge a company by the appearance of its workers. For these reasons, most employers insist that their workers have good grooming habits.

Personal appearance can help a worker's chances for promotion. Things like proper weight, good posture, and pleasant manners can be very important, especially in businesses where the employee must work with the public. Sometimes nervous personal habits (like smoking, chewing gum, cracking knuckles, or biting fingernails) can keep workers from jobs where they must represent the company to the public.

The most important rule in good grooming is cleanliness: hair, clothes, body, fingernails, breath. But there are other grooming rules a new worker needs to think about, such as proper dress. Some companies provide or require uniforms for their employees. Others have dress codes. These are rules or guidelines of what to wear, including clothes, jewelry, and hairstyles. For example, many employers prefer female workers to wear very little makeup and jewelry to work. They may ask their male employees to be clean shaven or to wear only short, well-trimmed beards or moustaches. Dress codes like these are chosen to improve the *appearance* of employees.

Employers also choose dress codes or uniforms for their workers' *safety*. Steel-toed shoes, protective eye goggles, and rubber gloves are safety wear required on some jobs. For people who work with machines, long hair can be a safety hazard. Dress codes that require short hair (or require hair to be pulled back) are designed to prevent accidents.

Not all dress codes are written down. Some are just understood. For example, dirty hair and wrinkled clothes with missing buttons are never proper dress. Heavily scented colognes and aftershaves are better worn after hours and not to work. For some kinds of work, blue jeans are fine, but they are not suited for all jobs. In the same way, there are jobs where a business suit would be out of place.

The general dress code for any job is to dress neatly and appropriately. This means wearing the clothes, jewelry, and hairstyle suited for the kind of work you do.